Flookburgh CofE Primary School

TOGETHER, WE BELIEVE, ALL CAN THRIVE

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SINGLE EQUALITY SCHEME
2026 – 2027

Approved by[1]	
Name:	Rowena Lewis
Position:	Chair of Governors
Signed:	R Lewis
Date:	October 2022
Proposed review date[2]:	September 2023

[1] The Governing Body/Academy Trust are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher.

[2] Part 2 of this Policy (information to demonstrate compliance with the Public Sector Equality duty) will be reviewed, updated and published annually. Equality Objectives (Part 3) will be prepared and published at least every 4 years.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	June 2012
2	Reformatted only	June 2017
3	Updated with information on what must be published on the school website and timescales for publication	September 2017
4	Reviewed – links checked	October 2019
5	No significant policy changes but some significant cuts to wording, increase in spacing and text size for readability, and updates in the language used to talk about disability (e.g. people with disabilities because they are people first), race (e.g. people of BAME origin because they are people first) sex, gender, gender reassignment, updated definitions and links to further resources.	May 2021
6	Updated information to ensure terminology is correct. Very minor changes.	February 2022

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SINGLE EQUALITY SCHEME STATEMENT

The Public Sector Equality Duty (PSED) requires schools to consider how their policies, practices, and day-to-day activities impact staff and pupils (including prospective staff and pupils and in some circumstances former staff and pupils) with regard to their protected characteristics: age and marriage & civil partnership (in relation to staff only), and disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, and religion or belief (including lack of belief).

At Flookburgh CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from us, irrespective of any legally protected characteristic they might have, or their socio-economic background (e.g., pupils from low income families, Children Looked After, those with Child Protection plans, young carers, and those with English as an additional language, even though these are not legally protected characteristics), and to showing that we have "due regard" for the need to:

- Eliminate unlawful discrimination, harassment, and victimisation, including by association (treating a pupil less favourably because they have a black boyfriend), or by perception (treating a pupil less favourably because it is thought they are gay will be discrimination due to sexual orientation even if they are not gay);
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not.

We aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and can participate fully in school life. To do this we look to remove barriers and if we can't, we look to achieve equity for all in everything school does from setting policy and implementing procedures to teaching practice, recruitment, and budget allocation which means sometimes we treat people differently because they have different needs.

We will work to:

- Remove or minimise disadvantages;
- Take steps to meet different needs;
- Encourage participation when it is disproportionately low.

The achievement of pupils will be monitored according to any relevant protected characteristic that we might reasonably be expected to know they have and their socio-economic background, and we will use this data to support pupils, raise standards and ensure inclusivity.

We will tackle discrimination by promoting equality, challenging bullying & stereotypes, and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our Single Equality Scheme (SES) demonstrates how our school has worked with and listened to our staff, pupils, parents, carers, and other members of our wider school community to inform development of our objectives and help us understand the need and commitment necessary to ensure our Scheme is a success and is key to how we foster good relations. It also shows our commitment to being a good employer and fully inclusive of all community users, including parents and carers.

We will publish information to demonstrate how we are complying with the equality duty annually (SES: Part 2) and one or more specific and measurable equality objectives every 4 years (SES: Part 3).

Signed:	*Gill Pett*	*(Head teacher)*	**Date:**	October 2022
Signed:	*Rowena Lewis*	*(Chair of Governors)*	**Date:**	October 2022

PART 1 - SINGLE EQUALITY SCHEME

1. Aims of the Single Equality Scheme

- To describe this school's commitment to equality throughout all policies and practice.
- To help us ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

2. Purpose of the Equality Scheme

To comply with our legal duties under the Equality Act 2010 (see Appendix A), our Scheme describes how we are trying to systematically set and implement good practice in equality and diversity as follows:

- Develop and review the SES and our objectives with appropriate timescales for the future;
- Eliminate discrimination;
- Eliminate harassment or victimisation related to any aspect of social identity or diversity;
- Promote equality of opportunity;
- Promote positive attitudes to all aspects of social identity and diversity;
- Encourage participation by people with disabilities and people representing different aspects of social identity in public life;
- Take steps to take account of difference even where that involves treating some people more favourably than others;
- Take proportionate action to address the disadvantage faced by particular groups of pupils, employees, or other members of the school community like pupils' parents or carers.

3. Planning to Eliminate Discrimination and Promote Equality of Opportunity

Part 3 of our Scheme is an Action Plan which identifies what we will be doing over the coming year and beyond to make our school more accessible to the whole community, irrespective of background or need. We prepare this plan through consultation with key stakeholders including pupils, parents & carers, governors, staff, and others in the school community.

We also have an Accessibility Plan which specifically focuses on how we will improve equality of access to education for pupils with disabilities, to work for employees with disabilities, and to work or a family life for visitors and other members of our school community with needs that we must make reasonable adjustments for (reasonable and proportionate steps to overcome barriers that may impede some people), alongside other protected groups. We publish them together because they overlap and we want to make sure we are meeting our duties to promote positive outcomes in relation to disability, *and* actions to address other social identities.

Progress towards the Objectives in Part 3 and the Accessibility Plan is reported on regularly to the Governing Body and reviewed annually. Part 2 of our Scheme is an annually updated Information Report about diversity in our school and how we are doing against our Equality Objectives.

We take steps to ensure our Single Equality Information Report (Part 2) and our Objectives (Part 3) are understood and implemented by all staff and are published on the school website. It will be made available in different formats and in different languages on request to the school office.

4. Roles and Responsibilities for Implementing the Single Equality Scheme

The Governing Body

The Governing Body will:

- ensure our school complies with all relevant equalities legislation;

- undertake relevant and up-to-date training in our equalities duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- draw up, publish and implement our school's equality objectives;
- establish our SES action plan is part of our School Development Plan;
- support the Head teacher in implementing any actions necessary;
- ensure people are not discriminated against when applying for jobs at our school on grounds of a protected characteristics (disability, race, sex, gender reassignment, sexual orientation, pregnancy & maternity, age, marriage & civil partnership, and religion or belief, including lack of belief).
- take all reasonable steps to ensure our school environment is accessible to people with disabilities, and strive to make school communications as inclusive as possible for parents, carers and pupils;
- welcome all applications to join our school, whatever a child's socio-economic background, race etc.;
- ensure that no child is discriminated against whilst in our school because of their sex, disability etc.;
- inform and consult with parents, carers and the wider school community about the Scheme;
- evaluate and review the information supporting the Scheme annually;
- evaluate the objectives and action plan/school development plan at least every 4 years.

The Head teacher

The Head teacher will take steps to ensure:

- staff and parents are informed about the Single Equality Scheme;
- staff understand the broad legal definition of disability;
- the Scheme is implemented effectively;
- they manage any day to day issues arising from the Scheme whether for pupils, for our school as an employer or for our local community;
- staff have access to training which helps implement the Scheme;
- they monitor the Scheme, Objectives and Action Plan and report to the Governing Body at least annually, on their effectiveness;
- the SLT are kept up to date with any developments which affect the Scheme or action plan;
- appropriate support and monitoring is in place for all pupils and specific and targeted pupils under the Scheme, with assistance from relevant agencies;
- all appointments panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities;
- the principles of equal opportunity are promoted when developing the curriculum, respect for other people, and equal opportunities to participate in all aspects of school life;
- all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, are appropriately recorded and treated with due seriousness and in line with the Whole School Behaviour Policy and procedures;
- complaints of discrimination, harassment, or victimisation are dealt with speedily and complainants are notified of the outcome and actions taken;
- appropriate action is taken according to who is being affected e.g. pupil, member of staff, volunteer etc. in the event of equality expectations not being met.

All Staff: teaching, non-teaching and other adults involved with our School

All staff, both paid and unpaid are required to:

- understand and accept that equality is a whole school issue and support our Single Equality Scheme;
- be aware of the Single Equality Scheme and Objectives and how they relate to them and their work;
- keep themselves up to date with relevant legislation and attend any training/information events;
- ask for support if they have questions or need training;
- ensure all pupils are treated fairly, equally (or equitably e.g. giving more or less support than to others to achieve the same aims), and with respect;
- strive to include materials that provide positive images, especially based on race, sex, and disability and that challenge stereotypical images;

- ensure that all pupils with a protected characteristic are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and our relationships with pupils, staff, parents, and the wider community;
- understand how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know our procedures for reporting incidents of racism, harassment or other forms of discrimination.

Pupils

Pupils are expected and will be supported to:

- be involved in the development of the Scheme to help them understand how it relates to them in an age or ability appropriate way;
- to act in accordance with any relevant part of the Scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- help us ensure our peer support programme promotes understanding and supports pupils who are experiencing discrimination.

5. School Aims Statements

Staffing and Employment

To ensure no employee or other adult working at, or potential employee applying for jobs at our school is discriminated against on grounds of a protected characteristic we will:

- ensure staff are appropriately trained in their equality duties and the needs of protected groups in our school community, and have mechanisms in place to identify areas for development;
- make necessary reasonable adjustments to prevent a person with disabilities from being at a substantial disadvantage in comparison with people who are not disabled;
- monitor recruitment and retention;
- invest in relevant continued professional development opportunities for all staff;
- make efforts to ensure the diversity of our workforce reflects our local community and wider society;
- not enquire about the health of an applicant or require them to complete a generic health questionnaire as part of the recruitment process until a job offer has been made unless the questions are necessary to find out if an applicant needs reasonable adjustments to access the recruitment process fairly (such as for an assessment or interview), or when the question relates to a person's ability to carry out a function that is intrinsic (or absolutely fundamental) to that job e.g. a PE teacher who must also be able to perform all aspects of first aid including resuscitation;
- ensure the safety and well-being of our staff and take seriously and act on incidents of harassment, discrimination, or victimisation recognising that our staff may be either victims or perpetrators.

Pupils' Attainment and Progress

This school recognises and values all forms of achievement, has high expectations of all pupils while challenging them to reach their full potential'. We will particularly monitor and analyse pupil performance by race or ethnicity, sex, disability, special educational needs or disability, and social background. Disparities we identify will be addressed through targeted curriculum planning, teaching, and support.

Curriculum Development and Delivery

To provide all pupils with the opportunity to achieve their full potential, we will:

- use contextual data to improve the ways we provide support to individuals and groups of pupils;
- monitor achievement data by race or ethnicity, sex, disability and any other relevant protected characteristic as well as socio-economic background in some cases, and act to close any gaps;

- encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour;
- use self-assessment as a teaching and learning strategy, and provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress;
- take account of the achievement of all pupils when planning for future learning and set appropriately challenging targets;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of our school population and local community in terms of race, sex, sexual orientation, and disability, without stereotyping;
- promote attitudes and values that will challenge racist or discriminatory behaviour or prejudice;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others;
- promote activities that celebrate our common experience and that recognise diversity and foster understanding and respect for the culture, religion, and beliefs of all our pupils and their families;
- try to involve all parents and carers in supporting their child's education and personal development;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and their impact on learning.

Pupil Welfare and Pastoral Care

To promote the health, safety and welfare of all our pupils and staff, and provide a caring and supportive pastoral system that takes account of their needs, we will:

- develop and continually review our Health, Safety and Welfare Policy;
- ensure details of this Scheme are shared with all teaching, non-teaching, and ancillary staff;
- expect all staff and volunteers working in our school to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities;
- challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequality;
- take account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of all pupils, throughout our pastoral support;
- provide appropriate support for pupils learning English as an additional language (EAL) and encourage pupils to use their home and community languages to enhance their learning;
- give appropriate support (using external agencies if required) to victims of harassment and bullying and deal with perpetrators in line with our Whole School Behaviour Policy providing them with relevant support to consider and modify their behaviour;
- ensure guidance and support for pupils or staff is delivered in a way that does not discriminate against pupils with unseen (e.g. cognitive, visual, hearing, mobility/bodily function, severe allergic reactions, conditions prone to seizure) impairments;
- provide appropriate and discreet facilities for pupils who require personal or intimate care to protect their dignity and foster respect for their individual needs;
- empower staff to raise any concerns with SLT about their health, safety and welfare by having clear procedures and promoting wellbeing strategies among staff.

The Quality of Provision – Curriculum and Other Activities

To provide an appropriate curriculum for pupils of all backgrounds we will:

- monitor and evaluate its effectiveness through target setting and attainment analysis;
- ensure that all pupils participate in the mainstream curriculum of the school;
- develop and continuously monitor a curriculum which builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - boys and girls
  - pupils learning English as an additional language
  - pupils from minority ethnic groups, including Gypsies and Travellers
  - pupils who are gifted and talented
  - pupils who are pregnant or who have recently given birth

- pupils who are undergoing gender reassignment
- pupils with special educational needs
- pupils with disabilities
- pupils who are looked after by the Local Authority
- pupils who are at a risk of disaffection and exclusion
- lesbian, gay or questioning young people
- pupils who are the subject of a child protection plan

- ensure that each area of the curriculum is planned to include the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils;
- deliver a curriculum which reflects and values diversity and that encourages pupils to explore bias and to challenge prejudice and stereotypes;
- ensure extra-curricular activities and special events e.g. school performances, cater for the interests and capabilities of all pupils and take account of parental preferences about religion and culture;
- ensure educational visits and excursions take account of the capabilities of all pupils including both physical and cognitive disabilities and cultural differences;
- make use of web-based technologies (websites and the Virtual Learning Environment) to support a high-quality learning and teaching experience to all our pupils irrespective of disability.

Behaviour and Attendance

We expect high standards of behaviour from all pupils appropriate to their age or stage of development, all staff and from others who work with or connected to school. For more information, please see Whole School Behaviour Policy.

Through our school ethos and curriculum, we want our pupils to understand better diversity in society. We want to provide opportunities for them to explore the subtleties and complexities to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

To ensure that the Whole School Behaviour Policy and associated policies are equitable, we:

- have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all and we expect all staff to operate consistent systems of rewards and sanctions;
- recognise that cultural background and disability may affect behaviour and we take this into account when dealing with incidents of unacceptable behaviour;
- recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation (directed against an individual or group, based on real or perceived difference, and linked to racism, homophobia, ableism, sexism etc.) and we will act to prevent, challenge and eliminate such behaviour;
- have clear anti-bullying procedures in place to record, monitor and deal promptly, firmly and consistently with all incidents including cyberbullying, sexting and other forms of harassment and victimisation, especially related to racism, ableism, sexism and homophobia;
- ensure that all staff are trained to deal effectively with bullying of all types, racist incidents, racial harassment and prejudice and are offered support in handling such matters;
- encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this Scheme, especially in leading by example and having high expectations of all pupils;
- take steps to ensure that pupils, staff and parents are aware of our policies and procedures for dealing with harassment, and know that language or behaviour, which is extremist, racist, sexist, homophobic or potentially damaging to any equality group, is always unacceptable;
- provide information and advice on attendance, behaviour, and exclusion to parents and carers in accessible formats such as relevant community languages and large print;
- have strategies in place to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils;

- ensure that families are aware of their rights and responsibilities in relation to pupil attendance and absence and that cases are always followed up in a way that takes account of cultural issues or matters relating to disability;
- make provision for leave of absence for religious observance for staff as well as pupils;
- monitor attendance by race or ethnicity, sex, disability, special educational needs or disability, and social background, and address disparities we identify between different groups of pupils;
- fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital or not well enough to attend school on a regular basis;
- expect full-time attendance of Traveller and Gypsy pupils whilst they are on the school roll.

Partnership with Pupils, Parents, Carers and the Wider Community

We have established good links with our local and wider community, and we engage in visits and we welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them in school.

To help us understand diversity in school and sensitively promote participation in our Single Equality Scheme we will:

- involve all stakeholders including pupils, staff, parents and other users of the school in meeting our equality duties by providing information and asking for opinions and support;
- ensure that school premises, grounds and facilities are equally available and accessible for use by all groups within the community
- take into account the preferred means of communication for those with whom we are consulting e.g. translated materials or interpretation facilities for people with disabilities or those for whom English is an additional language or who are newly arrived in this country;
- include representation from the widest range of relevant groups that we can reasonably achieve;
- monitor parental involvement and have strategies to raise the participation of under-represented groups of parents and sections of the community.
- Provide clearly written progress reports to parents that are free from jargon to encourage participation in their child's education (incl. in other formats/languages as above). Parents with a disability or with learning difficulties will be able to access school's information;
- fully involve parents and carers in plans for their child with special educational needs or disabilities and ensure they understand the purpose of any intervention or action plan and are told about the parent partnership service when SEND is identified;
- encourage participation of under-represented groups in areas of employment e.g. through work experience placements;
- ensure that any informal events we hold are designed to include the whole community and at times may target minority or marginalised groups;
- work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Leadership and Management

We have a clear admissions policy and procedures which are in line with those issued by our Local Authority. To ensure our admission process is fair and equitable to all pupils and our employment practices reflect equality and diversity, we will:

- not discriminate against a pupil with disabilities in determining admission arrangements;
- admit pupils with already identified special educational needs and disabilities. Pupils with Education Health and Care Plans will always be admitted unless, through the statutory assessment process, it is demonstrated that we cannot cater to a child's specific needs through reasonable adjustments;
- gather comprehensive information about pupils' ethnicity, first language, religion or belief, physical needs, diet etc. either via the admissions form or at the admissions interview;
- adhere to recruitment and selection procedures which are fair, equitable and in line with statutory duties of the Governing Body;

- take steps to encourage people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored;
- ensure that everyone associated with the school is informed of the contents of this Scheme and that all staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they find it;
- ensure that staff training continually highlights equality issues, including in the induction programme for new staff or volunteers;
- recognise and value the skills of all staff, including non-teaching and part-time staff and ensure all staff are given status and support and encouraged to share their knowledge.
- ensure that staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this Scheme;
- ensure that resources and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school e.g. images of people from different equality groups, their prominence in displays at eye level etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages;
- raising awareness of the similarities and differences between English and other languages;
- reflecting the multilingual nature of wider society in our resources and displays;
- acknowledging the differences in syntax with non-spoken forms of English e.g. British Sign Language.

Sex and Gender Reassignment Equality

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;
- recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- be aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not unlawfully discriminate on protected characteristics or socio-economic factors.

Exclusions will always be based on our Whole School Behaviour Policy and we will:

- Closely monitor exclusions by sex, race or ethnicity, special educational need or disability, and background to avoid potential adverse impacts and ensure any discrepancies are identified.
- Take action to address any disparities we find between different groups of pupils;
- Take all reasonable steps to prevent the exclusion of a pupil for a reason related to their disability.

PART 2 – Single Equality Information Report Demonstrating compliance with the Public Sector Equality Duty

Flookburgh CE Primary School

1. Our School Profile

Flookburgh Church of England School is a Foundation School and is a smaller than the average-sized primary school and nursery in South Cumbria which serves the rural communities of Flookburgh, Cark, Holker and Ravenstown.

We are a Foundation School with a strong Christian ethos which develops the whole child.

There are currently 64 pupils on roll. The Nursery has a staggered entry over the three school-terms, increasing the number of pupils on roll throughout the year.

We offer 15 hours of free Nursery provision for all 3-4 year olds and 30 hours of free Nursery provision for families with 3-4 year old children who meet the eligibility criteria.

There are four, mixed-age:

EYFS (Nursery and Reception) – Hill Top Class

KS1 (Y1/2) – Dove Class

LKS2 (Y3/4) – Bluebird Class

UKS2 (Y5/6) – Wainwright Class

We have a breakfast club which operates from 8.00 a.m. each morning.

The main school building is approximately 45 years old and houses pupils from Reception to Year 6 with a purpose built, Teacher-led, Nursery building on the school site.

The school has extensive grounds, including a woodland area, allotment and hard-standing playground.

Attached to the school building is a Cumbria County Council Children's Centre currently used by South Lakes 'Action for Children'.

The school is a member of the South Lakes Rural Partnership (SLRP), an alliance of thirty-two other schools. It is also an active member of within the local cluster of schools known as, Cartmel Penisula Heads.

The school is part of the Cumbria Mental Health Champion Network and has a trained, Senior Mental Health Lead amongst the senior staff team who is also a Mental Health First Aider. All staff have been trained in awareness and support of mental health needs. The school is pro-active in its mental health support and provision and collaborates with other schools and agencies to support the mental health needs of pupils and their families beyond the reaches of its own community.

The school works closely with Cumbria Public Health 5-19 Service to address the health needs of our children on an annual basis.

We have a number of vulnerable groups of children within school, including those with a special educational, learning and/or medical need. When we are made aware of pupils who are joining the school with either a SEN and/or disability arrangements are made to meet both the pupil and the parents/carers as well as ensuring the involvement of appropriate professionals from the Local Authority and the Health Services, as appropriate to ensure that any adjustments required to the school building are made in readiness for the pupil starting school.

The school has fully ramped access and is level throughout the building enabling access to any wheelchair users.

We have two disabled toilets, one of which also contains an adjustable changing bed for use by those pupils who need personal care whilst at school.

Information for parents and others is provided in written and verbal form. All information is offered in alternative formats on request.

Recruitment procedures are based on those provided by the LA with all advertising being processed through the County HR and Advertising Team.

Disability Equality Duties

Our commitment to achieving equality of opportunity for pupils with disabilities, their families, school staff, and other school users has a number of objectives:

We will promote equality for people with disabilities by:

- removing barriers to the accessibility of education, employment, services, information and buildings;
- encouraging good practice by our partners by giving relevant advice or instructions;
- ensuring we take their needs into account when procuring goods and services from our providers;
- promoting positive images of people with disabilities;
- challenging patronising or discriminating attitudes;
- making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of pupils, staff or other school users with disabilities.

We plan to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- increasing the inclusion of positive images of disabled people across the curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information to disabled pupils, to the standard of which is provided in writing for pupils who are not disabled;

We welcome the requirements of the Disability Equality duty and this section sets out our commitment to meeting the duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

2. Racial Equality Duties and Community Cohesion

We recognise that people of Black, Asian and Minority Ethnic (BAME) origin experience discrimination based on colour, race, nationality, religion, and ethnic origin. Racial harassment and violence are the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

To ensure this school takes all necessary steps to prevent and tackle racial harassment and to help people of BAME origin live free from harassment, feel safe and enjoy and achieve throughout their education or working life at our school, we will take steps to:

- keep accurate records of all groups of faith or ethnicity, their backgrounds and needs and how we respond to them;
- encourage dialogue between different racial groups on the suitability of our educational provision;
- prevent racial discrimination, and promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- encourage pupils and their families of all ethnic groups to participate fully in all aspects of school life;
- use our support for the voluntary and community sector to promote good race relations;

- counter myths and misinformation that may undermine good community relations;
- ensure our staff and other adults working in our school, pupils and their families, as well as our partners and the wider community fully understand the principles of good race relations.

3. Sex and Gender Reassignment Equality Duties

We are committed to combating sex discrimination and sexism and promoting the equality of women and men, and boys and girls.

We are also committed to ensuring the rights under the Equality Act of people undergoing gender reassignment (defined as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process or part-process, for the purpose of reassigning their sex by changing physiological or other attributes). This means that in order to be protected under the Act, pupils or staff will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. So far, the law has not acknowledged non- binary or genderless individuals, but we want to act appropriately to safeguard and include all members of our communities.

We will give due regard to the need to:

- eliminate unlawful discrimination, harassment, and victimisation on the grounds of sex or gender reassignment, including domestic violence, sexual violence, bullying, and exploitation;
- promote equality of opportunity between women and men in all our functions;

4. Religion and Belief Equality Duties

This school recognises that people can face discrimination because of attitudes in society towards the religion, faith, or belief they hold or faith community they belong to. Faith-based hate crime has a character that is distinct from race-based hate crime. We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility. We understand this means we must assess the impact that our policies, functions and procedures have on promoting equality for people based on their religion, belief or non-belief.

5. Sexual Orientation Equality Duties

This school is committed to combatting unlawful discrimination, harassment and victimisation faced by people who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ or LGBT+) and we aim to ensure equality of opportunity in education, services, and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGBTQ communities, both inside the community and across wider society.

We are committed to taking a proactive approach to preventing all forms of homophobia in the school community and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

6. Pregnancy and Maternity Equality Duties

This school is committed to ensuring that staff who are pregnant or have recently given birth are protected from both direct and indirect discriminatory practices, disadvantage and unfavourable treatment. For more information please see [insert HR policy on pregnancy/maternity].

We are also committed to ensuring pupils are protected from discrimination as entitled if they:

- are or have been pregnant;
- have given birth and unfavourable treatment occurred within 26 weeks of and including the day of the birth;
- are breastfeeding and unfavourable treatment occurs within 26 weeks of the birth as above;
- experienced a still birth, as long as the pregnancy reached 24 weeks;

To ensure pupils who are pregnant or have recently given birth or have experienced a still birth are protected from discriminatory practices, this school will not exclude them purely on the grounds of pregnancy and will provide up to 18 calendar weeks of authorised absence immediately before and after the birth to help reintegrated the pupil into education as quickly as possible. The school acknowledges that a pregnancy could occur when a pupil is of primary age and, in the event of this, an appropriate plan would be put in place.

7. Publication of the Single Equality Scheme

Our Single Equality Scheme (Part 1) is published in English and in pdf format with our Report (Part 2) and our Objectives Action Plan (Part 3) on our school website. A printed copy is available on request from the school office. It can also be made available in other formats e.g. another language, or braille.

We update and re-publish the detail of our Scheme (Part 1) as necessary, Part 2 annually to account for the September intake or staffing changes and how they affect diversity in school, and Part 3 no less than every 4 years. We will also review Part 3 in brief annually in light of our new Part 2 to ensure our longer-term goals remain relevant.

8. Complaints

If a member of the public feels that they have suffered discrimination, harassment, or victimisation from this school because of their protected characteristic i.e. race (including nationality, ethnic group, regional or national origin), sex, gender reassignment, sexual orientation, age, marital or civil partnership status, pregnancy or maternity, disability, or religion or belief (including lack of belief), they should report it using our normal School's Complaints Procedure. For more information please see the school's Complaints procedure

Complaints by staff will be dealt with under the Grievance Procedure, as appropriate.

We take all complaints seriously and will take appropriate action to eliminate discriminatory behaviour.

We will monitor complaints to help establish whether we are meeting our equality duties and report regularly to the Governing Body about the nature of complaints made and action taken.

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Part 3 – Equality Objectives Action Plan – 20XX – 20XX *(insert own 4-year timeframe)*

Public Sector Equality Duties: eliminate unlawful discrimination, harassment, or victimisation (EUDHV); equality of opportunity (EO); fostering good relations (FGR)

PSED	Protected Characteristic/ Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL EUDHV EO FGR								
ALL EUDHV EO FGR								
ALL EUDHV EO FGR								
ALL EUDHV EO FGR								
ALL EUDHV EO FGR								
ALL EUDHV EO FGR								
Date Action Agreed:					**Date Agreed for Review:**			

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Key Legislation Summary

EQUALITY ACT 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act to consolidate it.

The Act protects staff, pupils and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Sex
- Race or ethnicity
- Age (staff only)
- Religion or belief
- Gender reassignment
- Marriage and Civil Partnership (staff only)
- Pregnancy and maternity

This relates to:

- Prospective pupils and staff
- Pupils and staff at the school
- In some limited circumstances, former pupils and former staff

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' when they are exercising their public functions for to the need to:

- Eliminate conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 made this a *single* equality duty on public bodies effective from April 2011. The purpose is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their pupils.

New Protection in Schools

The Act extended protection against discrimination to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to fair access to the recruitment process or an intrinsic function of the work (or for very limited other reasons like equality monitoring). This means schools can no longer require job applicants to routinely complete a generic health questionnaire as part of the application procedure. Current DfE Staffing and Employment Advice for Schools (p 21 s5.11-5.12) clearly states that a school must establish the fitness and ability to teach or carry out "relevant activities" of "teachers and other school staff" as required by the Health Standards (England) Regulations 2003) but makes no reference to Equality Act compliance. Schools may decide to ask necessary health questions after a job offer and should ensure they are targeted, necessary and relevant to the job applied for. Schools should review existing practices to ensure they are complying with both the Health Standards Regulations 2003 and Section 60 of the Equality Act 2010.

Positive Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, pupils with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to pupils with disabilities.

Publication of the Scheme

Details of a school's Single Equality Scheme and the first objectives must be published by 6 April 2012 and annually.

ACCESSIBILITY PLANNING

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme.

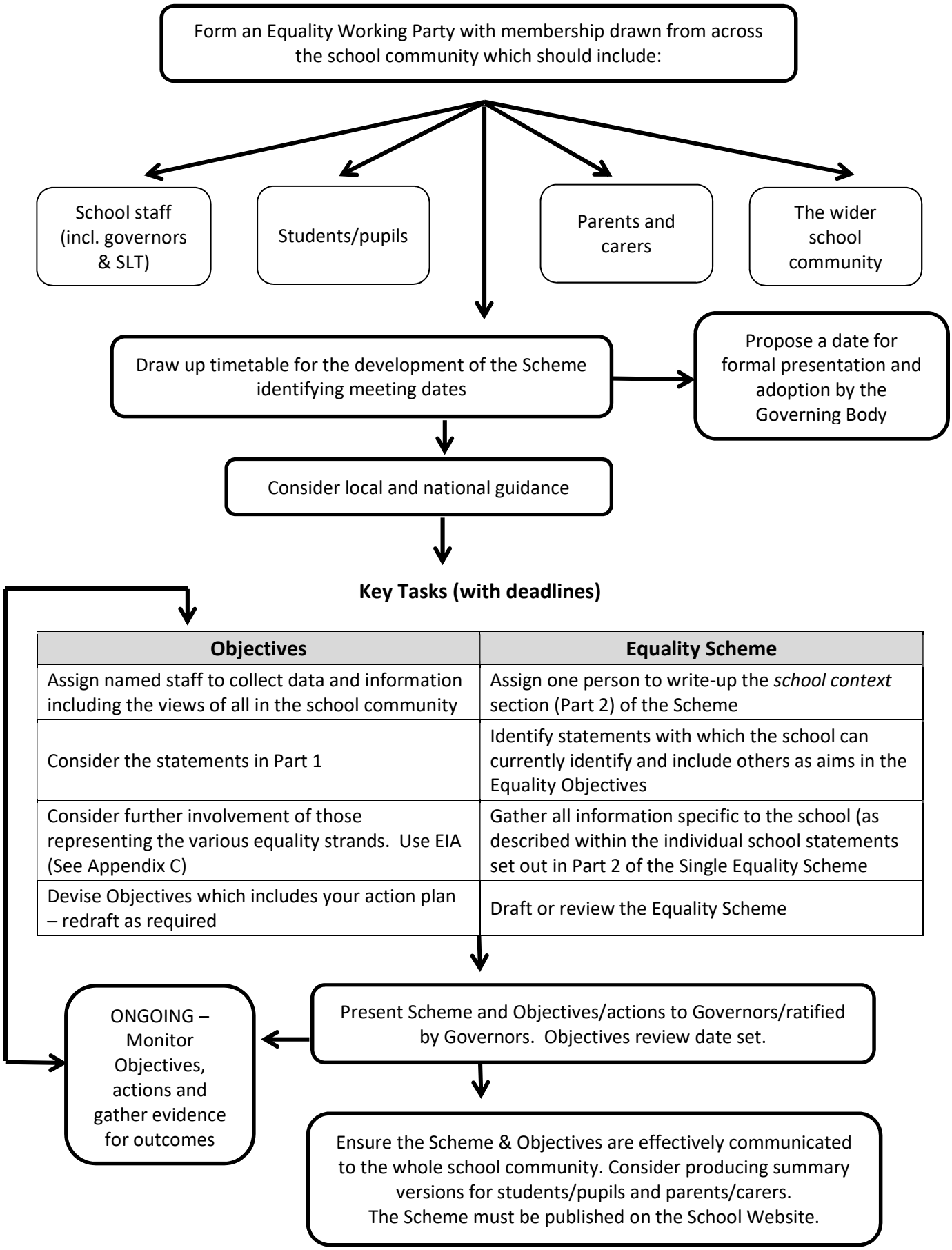
Schools must plan for:

- Increasing access for children and young people with disabilities to the school curriculum
- Improving access to their physical environment; and
- Improving the delivery of written information to children and young people with disabilities and their families as well as staff and volunteers.

The first plans were required to be in place by April 2003 so as schools come to review their accessibility plans, they should consider building the actions into their Equality Scheme.

Appendix B

Process Chart: The Development and Review of a Single Equality Scheme, Objectives and resulting actions



Objectives	Equality Scheme
Assign named staff to collect data and information including the views of all in the school community	Assign one person to write-up the *school context* section (Part 2) of the Scheme
Consider the statements in Part 1	Identify statements with which the school can currently identify and include others as aims in the Equality Objectives
Consider further involvement of those representing the various equality strands. Use EIA (See Appendix C)	Gather all information specific to the school (as described within the individual school statements set out in Part 2 of the Single Equality Scheme
Devise Objectives which includes your action plan – redraft as required	Draft or review the Equality Scheme

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Equality Impact Assessments (EqIAs) - Guidance

Some Frequently Asked Questions

What is an equality impact assessment (EqIAs)?

To enable children or people within your school community to be treated fairly and equitably sometimes you must treat them differently. To identify how best to do this you have to think ahead and predict how to best serve the needs of the different groups within your school community. This is what equality impact assessment is all about.

Undertaking EqIAs is like undertaking health and safety risk assessments. It involves predicting and assessing what the implications of a policy or practice will be on a wide range of children or people with different and varied needs within your school community and trying to ensure they are not disadvantaged by it.

Your school community covers any person who is likely to use your school. This means pupils, parents, carers, staff, governors, volunteers and visitors to your school. It also covers anticipating the needs of possible future members of your school community.

What is meant by 'impact'?

Two possible impacts are considered as part of the process:

A negative or adverse impact

This is an impact which could disadvantage one or more groups within your school community. The disadvantage which is highlighted may be greater on one group than it is on another group.

For example:

- An open evening for pupils and parents and carers which is held in rooms that are only accessible by stairs will prohibit anyone with a mobility issue from attending the meeting.

In some cases, the disadvantage may be unavoidable – such as the reorganisation of a service to save money. EqIAs provide the opportunity to explore the disadvantage on different groups, question if the disadvantage is fair considering the circumstances and either find solutions or alternatives, or justify the decision in an open, transparent and informative way.

A positive impact

This is an impact that could be advantageous for one or more groups. This positive impact may be greater for one group than it is on another group.

For example:

- A targeted training programme aimed at developing women to be able to apply for leadership positions in secondary schools would have a positive impact on women but would not, however, necessarily disadvantage men.
- An intervention programme aimed at raising the attainment level of underachieving boys in English would have a positive impact on boys, but it would not necessarily disadvantage girls.

Identifying positive impact is a good way of promoting equality and to share good practice for example, between departments or year groups and schools.

Why should we undertake equality impact assessments?

Undertaking EqIAs is a legal requirement for schools under current race, disability, and sex and gender legislation. The purpose of the legislation is to improve the efficiency and effectiveness of public sector bodies, including schools, by anticipating the needs of service users and removing potentially anti-discriminatory practices. In the case of schools, service users would include pupils, staff, parents, carers, governors, volunteers and visitors – anybody within your school community.

This means taking account of the needs of your school community in the development and review of any school policies and practices which are likely to affect them.

Undertaking EqIAs should not be a tick-box exercise. They should be considered a useful tool for mainstreaming equality into all our work. Services will improve through making improvements in the way policies are formulated and services delivered. This will enable barriers to be tackled and the needs of a diverse school population to be met. Your school community will also be aware that you are considering their needs at the planning stages.

What should be equality impact assessed?

You need to assess school policies or practices which are likely to affect children or people within your school community.

Written policies may be easy to identify but EqIAs also apply to practices and customary ways of doing things, even if they are not written down (e.g. arrangements for parent consultation events, arrangements for pupil extra-curricular activities).

In accordance with legislative requirements, an EqIA must be carried out on all policies and practices whether they are existing, being changed or are being proposed.

It is also important to remember that this includes proposals to changes in organisation structures, budget proposals and capital projects.

For example:

- **Impact on workforce of organisational change**

  All staff should be treated fairly and equitably through any proposed change to the workforce. You may need to consider whether any groups of staff will be adversely affected by the proposed change. It is also important to be aware of the outcome of any change on the workforce profile. You may need to address any identified under-representation in the workforce profile as part of any future recruitment activity.

  Ensure the EqIA process includes the recruitment, selection and appointment procedures for staff.

- **Impact on service provision**

  If there is likely to be an impact on the way a service is provided because of any organisational change, you then need to ensure your EqIA considers the proposed changes in relation to how your school community will be affected and whether any negative impact can be justified.

What equality strands/groups should be covered by EqIAs?

Some groups may experience disadvantage, whether intentional or not because of characteristics specific to that group. These characteristics are known as equality strands. It is common practice to identify the characteristics into nine groups:

- Disability
- Sex
- Race
- Religion and/or belief
- Age (in relation to staff recruitment /selection)
- Gender reassignment
- Pregnancy and maternity
- Marriage and Civil Partnership

Who is responsible for carrying out equality impact assessments?

The person(s) who holds responsibility for the policy is ultimately responsible for ensuring an EqIA is undertaken. The EqIA may be done in conjunction with or by a person who knows that area of work.

It may be helpful to have a team of people who can help with the process. Try to get a mix of staff at different levels to get different perspectives. Ensure that they have enough knowledge of the area being assessed to make valid judgements.

To ensure ownership at the most senior level all EqIAs should be signed off by a member of the senior management team and a member of the governing body.

When should Policies/Procedures be equality impact assessed?

All existing policies and practices should be reviewed on a three-year rolling programme. It can be done in conjunction with the three-year cycle of your own equality scheme.

By undertaking a policy mapping exercise, you can prioritise which policies and practices have a higher priority for EqIAs based on their likely proportionate impact.

To make sure that decision makers are provided full and clear information about policy or service implications, all new or proposed policies or practices should have an EqIA before they are implemented.

What happens as a result of an EqIA?

If any potential adverse impact is identified, then policies and practices may have to be made amended as a result. If any adverse impact could amount to unlawful discrimination the policy or practice must be changed unless there is an objective, lawful reason to justify this.

The results of EqIAs can be used to set equality objectives leading to improvement in services and practices. These should be placed within your equality action plan(s), for example ensuring relevant school policies can be made available in alternative formats, as required.

Do I have to do a separate EqIA for every similar policy?

No – in fact it makes sense to review all similar policies together as part of an overall review. What you are looking for is how those different policies, as well as the way the policy is delivered in practice, are affecting different groups within your school community. If you think it would be more manageable to review a large policy or policy framework on its own, then you can complete a separate EqIA – whatever makes the process manageable and meaningful for your school.

Do I need to do an EqIA on an adopted policy?

No - you don't need to repeat an EqIA on an adopted policy which has already been assessed if any amendments you have made would not result in a different impact. If there are any doubts as to whether the policy has been assessed, then the best route is to do your own EqIA.

Where can I obtain further information?

Further guidance about undertaking equality impact assessments can be found at the Commission for Equality and Human rights website: www.equalityhumanrights.com or the DfE via GOV.UK: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality Impact Assessment: Name of Policy/Procedure

1.	**Identify the aims of the policy/procedure/service/function and how it is implemented.**		
	Key Questions	***Answer/Notes***	***Actions required***
1.1	Is this an existing or new Policy/Procedure?		
1.2	Who defines or defined the Policy/Procedure?		
1.3	What is the objective or purpose of the Policy/Procedure?		
1.4	In relation to the Protected Characteristics (Equalities Groups) is there anything in the Policy/Procedure or how the Service is delivered that could discriminate or disadvantage any of these groups? • Disability • Sex • Race or ethnicity • Gender reassignment • Pregnancy and maternity • Religion, belief, or lack of belief • Age (staff only) • Marriage and Civil Partnership (staff only)		
1.5	In relation to other groups who do not share a protected characteristic but that we have identified as potentially vulnerable to discrimination e.g. low income families, young carers, Children Looked After etc., is there anything in the Policy/Procedure or how the Service is delivered that could lead to discrimination or disadvantage them?		
2.	**Assessment of Impact**		
2.1	Have you identified any differential impact and does this adversely affect any of the Protected Characteristics (Equalities Groups)?		
2.2	Regarding any group of people who do not share a protected characteristic but were identified as potentially vulnerable to discrimination in Section 1.5 above, have you identified any differential impact that adversely affects them?		
NEXT STEPS/ACTIONS:			

Single Equality Scheme – Objectives/actions/outcomes

Planning Principles

- Identification of objectives and subsequent action planning is undertaken in accordance with the School's values, priorities and aims as identified in Part 1 of our Single Equality Scheme.
- Accurate knowledge of the school enables us to plan in a way that is **relevant and proportionate.**
- **Participation** of an appropriately selected working group is reflected in wider representation built into objective actions.
- Through the Equality Impact Assessment process, consideration is given to the **anticipation** of equality issues not presently evidenced but for which there is a potential.
- The objectives are the starting point for action but not followed slavishly where monitoring and further Impact Assessments reveal alternative opportunities or needs.
- Managing the process in a planned yet responsive way.
- Outcomes are checked against the objectives and the Impact Assessment that informed their selection.
- SMARTER target thinking means plans are **Specific, Measurable, Achievable, Relevant, Timed, Evaluated and Reviewed.**
- The golden rule for future planning is to **be SMARTER and get started**.

The Process:

- Our objectives are set in response to identified priorities arising from the analysis of all the information, including the Overview of Outcomes and the Equality Impact Assessments we have undertaken.
- We plan our objectives over 4 years so that it is possible to implement change and development in a responsive yet systematic way.
- Objectives are reviewed regularly and in the third year we undertake a review of the impact of our action outcomes prior to setting new objectives at the end of year 3.
- Initially, many of our objectives have been in relation to ensuring that we establish our Single Equality Scheme effectively and embed the process of Equality Impact Assessments more widely throughout our thinking and initial planning.

Part 3 – Objectives – Worked Examples

Public Sector Equality Duties: eliminate unlawful discrimination, harassment, or victimisation (EUDHV); equality of opportunity (EO); fostering good relations (FGR)

Public Sector Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL EUDHV EO FGR	All	Increase pupil, staff & governor awareness of legal & human rights and the responsibilities that underpin society	Pupils to understand they have rights, how they can exercise them, and how their rights link to their responsibilities	All pupils and staff	Increase awareness of the School Single Equality Scheme across all groups within school and how it affects everyone	Senior Leadership Team (SLT), staff & Governors	March 2012 – December 2012	Pupils, staff & Governors are aware of school's objectives and action plan (as is age or stage appropriate)
ALL EUDHV EO FGR	All	Equality impact assess all policies procedures and practices with emphasis on the attainment levels of pupils and staff from vulnerable groups	Enable school to address the needs of diverse & vulnerable groups at risk of disadvantage and set priorities accordingly	Whole school	Undertake Equality Impact Assessments (EqIA) on those policies, procedures and practices which remain outstanding	SLT	June 2012 - on-going	All policies, procedures and practices equality impact assessed, and action points identified & recorded
ALL EUDHV EO FGR	All	All staff receive CPD on our arrangements to promote equality in the context of their role (e.g. midday supervisors – positive ethos and preventing/ managing incidents, or teachers – curriculum and education strategies)	Enable staff to identify the specific actions and behaviours needed to promote equality in the context of their role and school to assess the impact as part of the overall review of policies, procedures & practices in school	Whole school	Identify either in-school or external training providers who will assist with different or alternative strategies. Identify any gaps using gap analysis tools	SLT	September 2012 - on-going	Evaluations of CPD indicate an increase in staff confidence and competence. Teaching observations include strategies to promote equality and narrow the gap outcomes
ALL EUDHV EO FGR	All	Increase participation of pupils with disabilities in Gifted and Talented programmes and ensure representation on the programmes reflects the school population in terms of race and sex	Disabled pupils' participation and self-esteem is improved with participation and recognition on such programmes	Pupils with SEND	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes	SLT/G& T Lead	September 2012 – on-going	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
ALL EUDHV EO FGR	All	Improve displays and other images in the school to reflect and promote diversity in terms of the equality groups	For pupils to have positive visual images throughout their education which show and promote diversity	All staff, pupils and visitors	Ensure displays in classrooms/corridors promote diversity in terms of race, sex and ethnicity Ensure the curriculum promotes role models & heroes young people can identify with, which reflect school's diversity of equality groups.	All staff	April 2012 – on-going	More diversity reflected in displays across all year groups. Increase in pupils' participation, confidence and achievement levels
ALL EUDHV EO FGR	All	Increase participation of pupils from minority, marginalised or vulnerable backgrounds in school life	Increase the diversity of pupils involved in the decision-making of the school	Minority, marginalised and vulnerable pupils	Identify underrepresented groups in the School Council/pupil voice processes. Establish a group of pupils to develop actions which better involve target groups.	SLT/Head of Pastoral Care	March 2012 – July 2013	School Council/pupil voice has improved in representation from pupils in specific equality groups.

EXAMPLE

Public Sector Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL **EUDHV** **EO** FGR	All	Ensure SLT & Governors are clear about their responsibilities in the recruitment and selection of staff	Recruitment procedures ensure equality for candidates and that the recruiting panel will select the best person for the role. Staff reporting improved sense of inclusion	Applicants and all school staff including volunteers	Undertake EqIA on Policies/ Procedures on recruitment & staffing and ensure alignment with LA/national guidance Improve data collection and monitoring of equality information relating to staff	SLT and Governors on Staffing Sub-Committee	June 2012 – December 2012	Feedback from candidates on the process indicates fairness. School staff reflect diversity
ALL **EUDHV** EO FGR	Race/ Religion or Belief/ Disability	Ensure school meal ingredients and the eating environment meets the need of all race and faith groups and those with specific health needs	Increase take-up of school meals	All those with specific race, faith, cultural and health needs	Establish a school food council including representation from diverse groups Introduce food culture days with different menus	School Caterers/ cook-in-charge	September 2012 – July 2013	Increased take-up of school meals – variety in types of school meals served to reflect differing cultures
ALL **EUDHV** EO FGR	All protected characteristic s and groups	Prevent and respond to all hate incidents and prejudiced based bullying	Make pupils feel safer by being assured that incidents will be dealt with promptly and fairly Increase staff confidence Report rates accurately	Whole school and specifically vulnerable pupils and equality groups	Review and update existing policies & procedures on bullying using an EqIA. Access staff training Ensure CPD for staff to develop skills in identifying and challenging homophobia and transphobia. Promote hate incident recording to pupils.	SLT/Anti-bullying Lead	September 2012 – December 2012	Staff attend anti-bullying training Recording is accurate and useful. Pupil feedback about feeling safe is positive
ALL **EUDHV** EO **FGR**	Sexual orientation	Ensure LGBTQ pupils are accepted and homophobia is challenged	Reduce incidents of LGBTQ related bullying	Whole school and specifically LGBTQ pupils	Utilise name of resource in PSHE Celebrate lesbian, gay, bisexual and transgender (LGBTQ) History Month (February)	PSHE Co-ordinator	April 2012 – on-going	Resources successfully used and pupils in the LGBTQ group feel safer
ALL EUDHV **EO** FGR	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs Survey girls and better understand barriers to participation	Head of PE/ Sports Co-ordinator/PE teacher	September 2012 - on-going	Increase in number of girls taking part in competitive or extra-curricular sports
ALL EUDHV **EO** FGR	Disability/All	Increase social and emotional skills for pupils with social, emotional and mental health difficulties (SEMH)	Improved ability by pupils to handle difficult situations and a reduction in classroom disruption	Pupils with SEMH issues	Train staff to deliver targeted group or sessional work supporting specific pupils in developing social and emotional skills Introduce nurture groups for the most vulnerable	SEAL or SEMH co-ordinator/ school counsellor	September 2012 – July 2013	Improved classroom behaviour. Reduced challenging behaviour and reduction in need to physically restrain
ALL EUDHV **EO** FGR	Disability	Better understand the needs of parents/carers with disabilities in our school community.	Improved access and communication with parents/carers with disabilities	Parents/carers with disabilities	Gather and record information relating to parents/carers with disabilities	SLT/Assistant Head teacher	September 2012 – December 2012	Information obtained & parents with disabilities identified & included in a participation group for this SES

EXAMPLE

Public Sector Equality Duty	Protected Characteristic / Equality Group	Aim	Objective	Target Group(s): e.g. whole school, girls, boys, SEN, staff etc.	Action	Who is responsible?	Dates from and to:	Indicator of Achievement
ALL EUDHV **EO** FGR	Sex and gender reassignment	Promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping	Positive changes in options around work experience opportunities and diplomas	Year 10	Provide activities that allow pupils to explore gender stereotyping in careers Ensure that diplomas meet the needs of boys and girls	Careers/ work experience Co-ordinator	January 2013 – July 2013	Pupils feel more confident about choosing options which are not stereotypical Rise in alternative work placements
ALL EUDHV **EO** FGR	Other	Improve the attainment of pupils eligible for free school meals	Improve attainment	Children eligible for free school meals	Collate and analyse data on attainment by target group Work with other schools to identify proven strategies to improve attainment of this group	SLT	May 2012 – December 2012	Improved attainment levels of pupils eligible for free school meals
ALL EUDHV **EO** FGR	Race	Improve the attainment of Gypsy, Roma Traveller (GRT) pupils	Improve attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group Work with other schools to identify proven strategies to improve attainment of this group Engage with families of GRT pupils to encourage improved attendance	SLT	September 2012 - on-going	Improved attendance and attainment year on year of pupils regularly attending school. Improved relationships with parents/carers of GRT pupils
ALL EUDHV EO **FGR**	Age	Improve understanding and to challenge stereotyping between young and older people	Increased positive attitudes towards each other	All year groups	Set up creative arts project. Invite in older members of the community to assist with project work	Class teachers	September 2012 – on-going	Improve relationships with older members of the community
ALL EUDHV EO **FGR**	All	Promote good relations between people from different backgrounds	Improve understanding of Cumbria and the diversity within it. Increased positive attitudes towards disabled people	Years 7 and 8	Set up link with another school in a different part of North West England with differing population make-up Make use of disability images pack Invite in representatives from disability equality groups to meet with children	SLT/PSHE co-ordinator	June 2012 – June 2014	Contact made with school in Manchester Disability Images resources pack received and training for staff and other adults undertaken

EXAMPLE